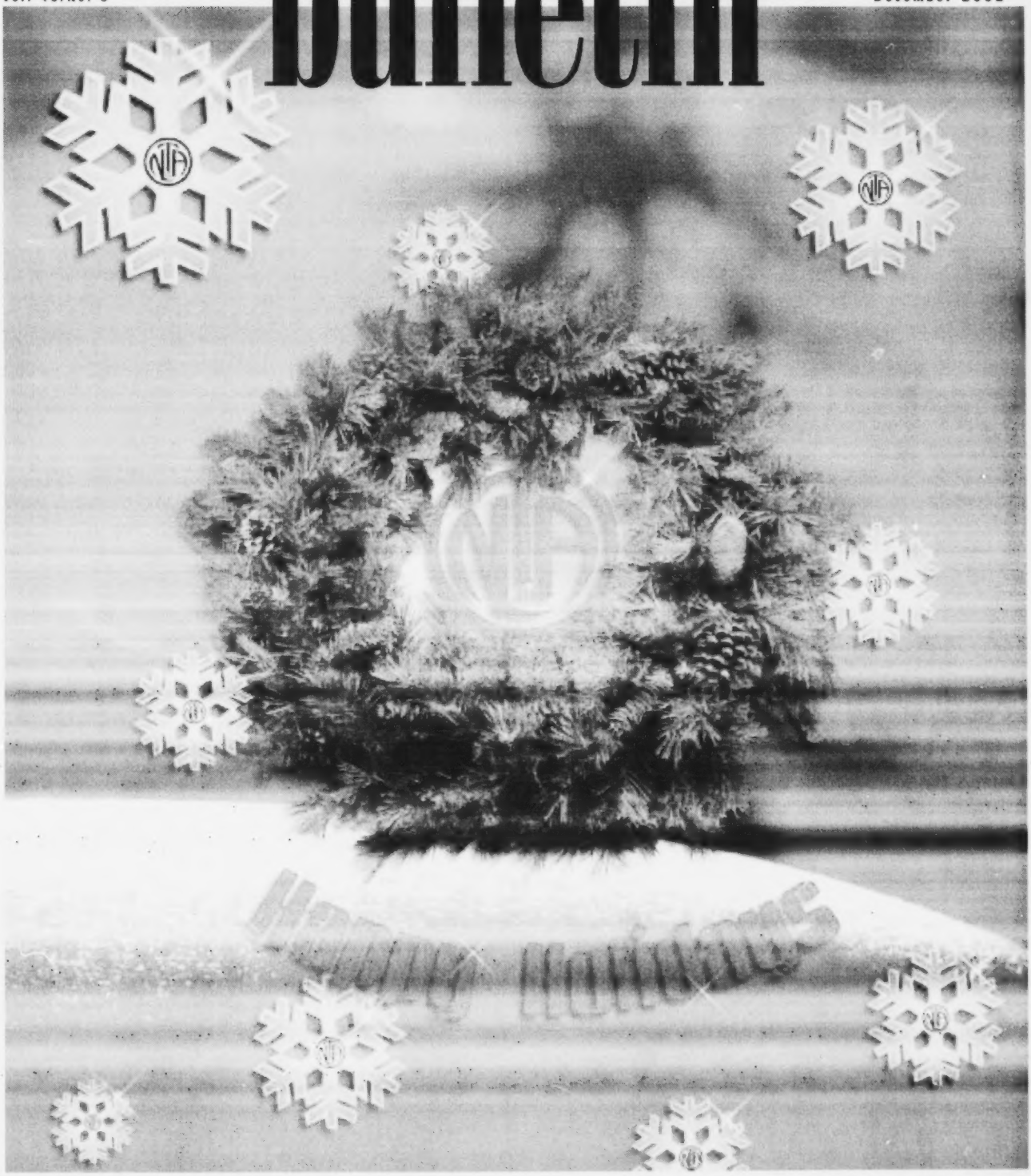
NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE bulletin

Vol. 46/No. 3

December 2002



A New Virtual Experience

If you have not yet visited or signed on to the Virtual Teacher Centre (VTC), I recommend that you do so. It is an excellent site to visit, well organized, and provides a great chance for teachers to access professional development opportunities.

As stated in its Mission Statement, the Virtual Teacher Centre has a mandate to develop, facilitate and deliver professional and program support to teachers throughout Newfoundland and Labrador. It works hand-in-hand with educators at both the district and school levels, and in partnership with Memorial University of Newfoundland and the Department of Education, in the development and delivery of content. The Virtual Teacher Centre model is based upon the idea of delivery of professional development to the workplace.

One of the features of the VTC is that you can become a member of the site simply by signing up. You then gain access to terrific professional development opportunities and great links to other sites. It is easy to join and you are able to set up your own user profile, digital portfolio and are able to receive messages from other users, have access to the complete user list, and also access to your own personal planner.

The sitemap tells it all. There are Canadian resources, online curriculum resources, teaching resources, online professional development, organizational support, a general reference section, software repository, clearing house site links, online subscriptions, literary resources, as well as many more options.

Interesting aspects of the VTC are the discussion groups and virtual teacher forums that can take place on a variety of topics. These are set up with moderators and organized for the various school districts. The section on "Tutorials for Teachers" provides online learning opportunities where the learner is taken through a step-by-step process to acquire new skills. The instructions state that the tutorial may vary in length from short 20 minute learning experiences to others that may take several days. The instructions further state that the tutorials are based upon a self-directed learning approach where one works through each successive task at ones' own pace and time.

The Virtual Teacher Centre is still expanding and adding new information all the time. There will be many other resources added in coming weeks. It is an impressive site and a welcome addition to opportunities for professional development for teachers. It is impossible to describe its many features in this short editorial. You must see it to appreciate it!

The address is www.virtualteachercentre.ca or it can be accessed from the main page of the NLTA website, www.nlta.nf.ca. It is easy to navigate and an enjoyable and informative experience even for the noneducator.

During this holiday season may your hearts be light and your homes filled with happiness. Have a safe and happy Christmas. All the best in 2003.

THE bulletin

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The Bulletin is published eight times a year during the school year by the Nfld. and Labrador Teachers' Assn., 3 Kenmount Road, St. John's, Newfoundland, Canada, A1B 1W1.
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Subscription Rate: $16 per year.
For subscriptions and address changes contact Printing Services, Ext. 249.

Deadlines for material are:
Jan/Feb Issue: January 10
April Issue: March 14

ISSN-1189-9662

Member of the Canadian Educational Press Association, Canadian Public Relations Society, International Association of Business Communicators, and the Canadian Association of Communicators in Education.

Printed on Recycled Paper

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For Your Information

Opening and Closing Dates of School

School Year 2003-04

Opening: September 2, 2003
Closing: June 25, 2004

School Year 2004-05

Opening: September 7, 2004
Closing: June 24, 2005

School Year 2005-06

Opening: September 6, 2005
Closing: June 23, 2006

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

DEER LAKE

SAC awards 2002 Distinguished Principal Award

Victor May

Victor May, Principal of Elwood Primary School in Deer Lake, was recently awarded the School Administrator's Council 2002 Distinguished Principal Award. Victor has been instrumental in the development of many initiatives at Elwood Primary including school growth plans, the student referral team, the Kids Eat Smart breakfast program, Elwood Complex Nature Park and the pre-Kindergarten program.

Victor has also been involved in many provincial and national associations, including the NLTA School Administrator's Council, the Canadian Association of Principals Foundation and Canadian Association of Principals. He has served on the Deer Lake branch of the NLTA and has been involved in a host of committees including school councils, student evaluation, teacher evaluation, resource-based learning and school growth committees.

(Since the submission of this news article, we regret to inform you that Mr. May passed away suddenly on December 1. Our deepest sympathy to family, colleagues and friends.)

PORT AUX BASQUES

Raising funds for cancer research

The school motto at St. James Elementary School in Port aux Basques is "We Care". And, according to Principal Ray Bown, the students and staff at St. James try to demonstrate this through their actions. "Our school has always participated in the Terry Fox Run for Cancer Research and for the past few years we have made it a Physical Education project for our Grade 6 students," he said.

The students viewed a movie about Terry Fox and discussed how he wanted to help others and make a difference. Students were then given pledge sheets and asked if they would like to do their part in helping Terry achieve his dream. Of a total of 77 Grade 6 students, 38 decided to take part in the Terry Fox Run.

Stephanie Downey, a student who single-handedly raised $229 by spending three afternoons going door-to-door, said she just wanted to do something to help other people. Students Terri Lynn Button and Ashley Churchill said they wanted to help cancer research and that you never know when someone in your own family could get cancer.

Mrs. Mauger and her Grade 6 students at St. James Elementary pose for a group photo after raising $1,091 for the Terry Fox Run for Cancer Research.

The actual run was held during a Physical Education class. All 77 students took part and those who collected money were given certificates, bookmarks, and transfers for their efforts.

Mrs. Mauger, the physical education teacher, feels the run is an excellent teaching tool. "While encouraging children to become more active, it also teaches children the value of compassion and how each person can make a difference," she said. "Thirty-eight children were able to give the Terry Fox Foundation $1,091 with very little effort and a lot of fun."

ST. JOHN'S

Paper cranes help pave the way to a Peaceful School

The students and staff at St. John Bosco have been working hard making 1,400 paper cranes as part of a project the school has undertaken on their road to becoming a Peaceful School.

The cranes are connected to a story from World War II. In 1945 when the bomb was dropped on the city of Hiroshima, Japan, many people became sick and died as an immediate result. However, others who were exposed to the blast became sick years later. One of these people was a young girl called Sadako Sasaki. She was an 11-year-old girl who enjoyed relay racing and was a member of her school relay team. One day while practicing her running, she fainted. She was told she had Leukemia – the 'atom bomb disease'. While in the hospital, one of her friends visited, bringing with her a paper crane. She told Sadako of the legend – if a person makes 1,000 paper cranes, they will have a long life. Sadako decided to make 1,000 cranes so that she would recover from her sickness and live forever.

Unfortunately, Sadako died on October 25, 1955. She had made only 644 cranes. Her friends made the 356 cranes that were needed to complete her 1,000. They then decided to continue making cranes in her honour. They organized paper-folding clubs and raised money to make a monument for Sadako and other children who died because of the bomb. In 1958, their dream came true. A statue of Sadako holding a golden crane has been placed in Hiroshima Peace Park. It is there because of the money that her friends and the children of Japan raised. On the base of it reads their wish: *This is our cry, this is our prayer; Peace in the World.*

"At St. John Bosco, we have taken the approach of students helping students to make our peace cranes," said Alison Edwards, a teacher at St. John Bosco. All students listened to a version of the story, as written in *Sadako* by Eleanor Coerr and illustrated by Ed Young. The Grade 9 students were first taught to make the cranes and they taught others, including members of the junior high classes. These classes then taught the primary and elementary grades. "The primary and elementary students benefited from being tutored and mentored while the adolescents were encouraged to be gentle and caring as they take ownership of their leadership role," said Ms. Edwards. The 1,400 peace cranes were presented at the November 11 assembly and will be placed around the school to show what can happen when we work together to achieve a goal.

Both *NTV News* and *The Telegram* covered this story and some students were interviewed. Ms. Edwards said the students were thrilled, seeing their hard work being recognized in familiar media forums.

As a follow-up, St. John Bosco students will be going to a local high school to present to their Global Issues class, teach them to make the peace cranes and tell the story surrounding the activity

Halloween celebrations at the Newfoundland School for the Deaf

Dressing up and pumpkin carving are major components of the annual celebration of Halloween at the Newfoundland School for the Deaf in St. John's. All students from Kindergarten to high school take part in dressing up in their scariest costumes and carving their class pumpkins.

A special lunch offering monster parts, lumberjack fingers, intestine rings, witches' breath and eyeball delight was served to the horror of all of the students. Winners of the senior pumpkin carving competition, with a carving of Shrek, were Janice Bown, Scott Collins, Jonathan Peddle, Nancy Lynn Dillon, Stephen Kirby and Jonathan Jones. Tweety Bird was a close second. Junior students Jennifer Brown, Jeremy Jones, Dylan Green and Ryan Williams strut their stuff on stage as they modeled their costumes, while Stephen Kirby, the "Undead", served up his bloody delicacies in the House of Horror.

Students at the Newfoundland School for the Deaf win the senior pumpkin carving competition with their carving of, "Shrek".

"The problem with Christmas vacation is, they let my own kids out the same time they let me out."

Provincial Concours d'Art Oratoire (Concours)

The Provincial Concours d'Art Oratoire (Concours) 2003 public speaking competition will take place in St. John's on Saturday, April 5, 2003.

There are two exciting additions to this year's Concours. First, His Excellency John Ralston Saul has accepted the invitation to serve as the Honourary Chairperson for the Provincial Concours. His Excellency will present the awards at the banquet and give a brief speech to the delegation.

Second, Canadian Parents for French National has reinstated the National Concours. It will be held on June 7, 2003 at the Glendon Campus of York University in Toronto. Canadian Parents for French – Newfoundland and Labrador will send five students to Toronto to represent Newfoundland and Labrador.

For more information please contact the Branch office of Canadian Parents for French at 579-1776 or toll-free at 1-877-576-1776.

Ella Manuel Award winners announced

Amanda Collier

The 2002 winners of the Ella Manuel Awards were awarded to Amanda Collier of Holy Cross Central High School in St. Alban's and Emily Woolfrey from Coaker Academy in Summerford. The two winners were selected from many excellent applications received from high schools around the province.

Both winners are outstanding students and both were actively involved in school and community affairs. Amanda's interests include music, sports and the Girl Guide movement. She plans on majoring in chemistry at Memorial University and intends to pursue a career as a forensic or research scientist. Emily is interested in studying psychology and is an accomplished pianist, a keen student of French, and an active member of the Sea Cadets.

This is the seventeenth year in which the award(s) have been given in memory of noted Newfoundland and Labrador writer, broadcaster, peace activist and feminist Ella Manuel. The award assists young women graduating from high schools around the province in furthering their education.

(Photo of Emily Woolfrey unavailable at time of printing.)

NLTA scholarships awarded

Six Newfoundland and Labrador students who completed high school last June have been awarded NLTA scholarships for 2002-03. They are: Ryan Barnes (Coaker Academy), son of Gloria Barnes, Summerford; Peter Colbert (Mount Pearl Senior High), son of Fred and Helen Colbert, Mount Pearl; Michael Collins (Holy Heart of Mary High School), son of Clare Barry, St. John's; Heather Dawe (Ascension Collegiate), daughter of Roland Dawe, Bay Roberts; Rebecca LeDrew (Holy Heart of Mary High School), daughter of Eileen LeDrew, St. John's; and Katie Soper (Gander Collegiate), daughter of Nick Soper and Marie Matheson, Gander.

The scholarships are awarded annually to dependents of active, retired, disabled, or deceased members of the NLTA and are valued at $1,000 each. Awards are based on achievement in the scholarship exams administered by the Department of Education and are made in accordance with the Schools Act (Scholarship) Regulations.

Ryan Barnes

Peter Colbert

Michael Collins

Heather Dawe

Rebecca LeDrew

Katie Soper

Canada Book Week 2003

In response to the overwhelming success of Canada Book Day, held annually on World Book Day (April 23), the Writers' Trust of Canada is pleased to announce that the celebration of Canadian authors and books has been expanded to an entire week. Canada Book Week will take place from April 21 to 27, 2003, with national and local events already developing across the country.

This year's theme, "Literary Landscapes and Literary Sites", highlights the importance that particular places have played, and continue to play, in the development of our national literature. Authors William Bell, George Elliot Clarke, Hiromi Goto, Sheila Heti, Jean Little, Janet Lunn, Kevin Major, Leon Rooke, and Paul Yee have been commissioned to write about some of the unique places that have inspired Canadian letters. The pieces will appear in the 2003 booklets to be distributed to elementary schools, high schools, and libraries across the country by the Writers' Trust of Canada.

As in past years, Canada Book Week automatically distributes posters, booklets and bookmark/coupons to individual schools across the country.

Other events during Canada Book Week include the second season of CBC *Canada Reads*, National Poetry Month, BC Book and Magazine Week, and Manitoba Book Week. Obviously, there are more reasons than ever to celebrate Canadian authors and books.

Watch www.canadabookweek.com for more information and ideas as Canada Book Week draws closer or contact Lindsey Love, Canada Book Week Coordinator at 416-504-8222, ext. 241, e-mail: llove@writerstrust.com.

Handbook brings to life French-Canadian culture in the classrooms

To mark Canadian Children's Book Week, the Canadian Teachers' Federation (CTF) launched the first national francophone cultural activities handbook ever produced in Canada entitled *DEBOUT* (translation: Be proud, stand tall), which celebrates the Francophone culture in minority settings.

"Our objective is to help children and youth appreciate and take pride in their important place within the Canadian Francophonie," said CTF President Doug Willard. "We believe that this handbook provides a unique inventory of facts and resources integrated into an entertaining and educational activities program."

(*continued on page 8*)

DEBOUT, created in partnership with the Fédération de la jeunesse franco-ontarienne (FESFO), an acknowledged leader in the area of cultural development, marks specific dates throughout the school year such as Francophonie Flag Day, Francophone Week, Volunteer Week, Earth Day and Heritage Day. Each Francophone community, from British Columbia and the Yukon to Newfoundland and Labrador, will find exciting interdisciplinary activities based on its history, traditions, media, artists, music and landscape.

Thanks to a Canadian Heritage grant, CTF was able to print sufficient quantities to distribute a copy of the handbook to every teacher in Francophone schools outside of Quebec. Copies are being sold at cost to the general public and can be purchased directly from CTF.

Resources address obesity and inactivity among Canadian youth

Health Canada and the Canadian Society for Exercise Physiology (CSEP) have recently released new resources to address physical inactivity and obesity among Canada's children and youth.

"These resources are an important cornerstone to healthy living, where factors such as regular exercise and good nutrition can produce life-long benefits by reducing such debilitating conditions as diabetes and cardiovascular disease," said the Honourable Anne McLellan, Minister of Health.

The new materials, for both children and youth, include a Family Guide for parents and other caregivers, a Teacher's Guide for educators, and interactive magazines for children and youth themselves. The new resources are companion products to Health Canada's *Canada's Physical Activity Guides for Children and Youth* released in April 2002.

The Guides reinforce the importance of daily physical activity and promote the benefits of being physically active. Studies show physical activity helps to reduce the risk of obesity and type 2 diabetes.

The Guides provide families, caregivers, teachers, health care providers, recreation and community leaders with information and tips to help inactive children and youth understand the importance of daily physical activity, and make informed decisions about taking steps to become more active.

Research has shown that more than half of Canadian children and youth are not active enough for optimal growth and development. From 1981 to 1996, the prevalence of overweight children and youth doubled, and obesity tripled for both boys and girls.

The new resources were developed in collaboration with CSEP and are supported by the Canadian Paediatric Society and the College of Family Physicians of Canada. "Encouraging and helping young people to be physically active on a daily basis sets the stage for life-long behaviour that is critical to the overall health and quality of life of Canadians," said Dr. Mike Sharratt of CSEP.

Promotion and distribution of the new resources are part of a partnership effort between Health Canada, provincial and territorial governments, more than 60 national organizations, and children's hospitals across the country, all of whom have officially endorsed the Guides and support resources.

The new guidelines, released in April, recommend that inactive children and youth increase the amount of time they currently spend being physically active by at least 30 minutes per day to start and decrease the time they spend on TV, playing computer games and surfing the Internet by at least 30 minutes per day. The increase in physical activity should include a combination of moderate activity (such as brisk walking, skating and bike riding) and vigorous activity (such as running and playing soccer) and can be accumulated in bouts of 5 to 10 minutes each.

Copies of the new Guides and support resources are available free-of-charge by calling 1-888-334-9769 or visiting www.healthcanada.ca/paguide.

Call for submissions from the League of Canadian Poets

The League of Canadian Poets is looking for submissions from Canadian high school English and Language Arts teachers for an on-line booklet to be launched in celebration of Young Poets' Week, April 6 to 12, 2003. The League is interested in short articles (300-700 words) that answer the question, "How can we teach a love of poetry?"

Possible approaches may include, but are not limited to: How can we introduce reluctant students to the genre of poetry?; How can we encourage students with a special talent for writing poetry?; How can we teach students to relate the poetry they read to their own lives?; or a description of a school-wide or class poetry event or workshop you have used successfully with students in the past.

If articles are selected for publication, the author will receive a small honorarium of $30 in thanks for their work. Please send articles in the body of an e-mail to Anna Humphrey, Marketing Coordinator, League of Canadian Poets, at marketing@poets.ca no later than February 15, 2003.

MARIE PACK, 1962 – 2002

On August 15, 2002, family, students and friends were saddened by the death of Marie Pack.

Marie was very courageous in her fight against breast cancer. During her year of illness she never complained and never said, "Why me?". Instead, her attitude was "Why not me".

Marie was born on December 7, 1962 and was the daughter of Rodney and Mona Blanchard. She received her primary and elementary education at the Epiphany School in McIvers and was a graduate of Templeton Collegiate in Gillams. Marie received her Bachelor of Arts in Primary Education from Memorial University of Newfoundland in 1986.

Her first teaching position was in Rencontre East from 1984-86. Throughout her career she taught in Hermitage (1986-87), McCallum (1987-88), and at Gaultois (1988-2001).

While teaching at McCallum she met her husband, Wade Pack. They were married on July 6, 1991 and were blessed with two daughters, Laura Marie, age 9, and Lisa Elaine, age 4. Marie was a dedicated mother and wife to her family.

A valued member of the community, Marie was a member of the library board and a Girl Guide leader. She also taught Sunday School and often read during church services.

To her students, Marie stressed that hard work and dedication were the means to reaching goals. To her colleagues she was a team player who unselfishly gave of her time to always serve her students. Marie was supportive of her colleagues and was enthusiastically committed to a collaborative approach of helping her school achieve success.

Marie was an inspiration to all in the communities where she taught and lived. She will be forever missed by those who knew her.

(Submitted by Tracy Simms, Victoria Academy, Gaultois)

LLOYD T. PEARCE, 1950 – 2002

Friends and colleagues were saddened to hear of the sudden passing of Lloyd Pearce on September 18, 2002.

Lloyd began his music teaching career in the early seventies at Mary Queen of Peace School in St. John's. After one year he returned to his hometown of Harbour Grace where he continued his teaching at St. Paul's School. He retired from Davis Elementary in Carbonear in June 2001.

Lloyd possessed the gift of music as a performer, a knowledgeable critic and as a teacher. He passed on his love of music to hundreds of students, many of whom are music teachers today. He was a great supporter of the Kiwanis Music Festivals and post-secondary music education.

Lloyd's warmth, empathy and sense of humour endeared him to many. If measured by the number of his friends, Lloyd was truly a wealthy man.

Lloyd is sadly missed by his brother Wayne (Anne Whelan and their daughter Ruby Anne), special friends Sister Marie Roche and David Butler, and a large circle of colleagues, friends and students.

Happy Holidays

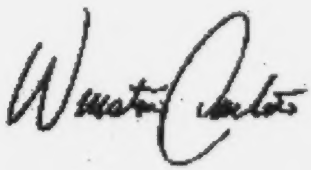
It seems as if it were only yesterday that I extended my back to school message; now, we are fast approaching the Holiday Season.

This Fall I have been privileged to meet hundreds of teachers and together we have been able to address many concerns. I have witnessed first-hand some of the many positive and rewarding experiences that teachers are effecting in our schools. The teachers of this province must be commended for the time and effort they are expending in their pursuit of excellence in teaching.

Our work lives are so full of daily challenges and activities that we often wonder where the time has gone. We all know and fully understand that it is both healthy and wise to find our own personal space, relax and reflect upon all of the wonderful opportunities that teaching has to offer.

During this Christmas Season may your hearts be light, your thoughts on family and friends, and may you enjoy the season as never before. Have a wonderful Christmas, joyful New Year, and may the future be bright and happy.

My thoughts and wishes for a safe and happy holiday season are with you all. On behalf of the Provincial Executive Council of the Newfoundland and Labrador Teachers' Association I wish you a joyous Christmas and a very Happy New Year!



It is a pleasure, once again, to have the opportunity to extend greetings to all of our members and their families and friends, with a wish for a festive and joyous Christmas season and a safe and prosperous 2003. After a very busy fall and the first few months of a new school year, the Christmas season provides us with an opportunity to relax and rejuvenate; to focus on family, friends and, indeed, ourselves; and to give thanks for the many positive aspects of our lives and in the lives of those close to us. Further, notwithstanding the many challenges we all face daily, this time of year provides an opportunity to extend thanks and best wishes to each other as members of our professional family, the NLTA, for the support and security provided by that connection. And we must also keep in mind that Christmas is the time of year to consider the many less fortunate among us and to give of ourselves so that Christmas joy can be experienced by all.

Through my involvement with the NLTA, I have had the fortunate experience over the years to visit many schools in this province and to witness first-hand the valuable contributions you, our teachers, make to all our students and the almost superhuman efforts you make on their behalf. Your professional organization and union, the NLTA, is proud to support and assist those efforts in any way possible.

On behalf of all the staff who work on your behalf at the NLTA office, I wish you a very happy Christmas and a safe and prosperous New Year. May the peace and love that are the essence of the Christmas message be with you throughout the holiday season and afterwards.

Merry Christmas and a Happy New Year!

There is a

Power

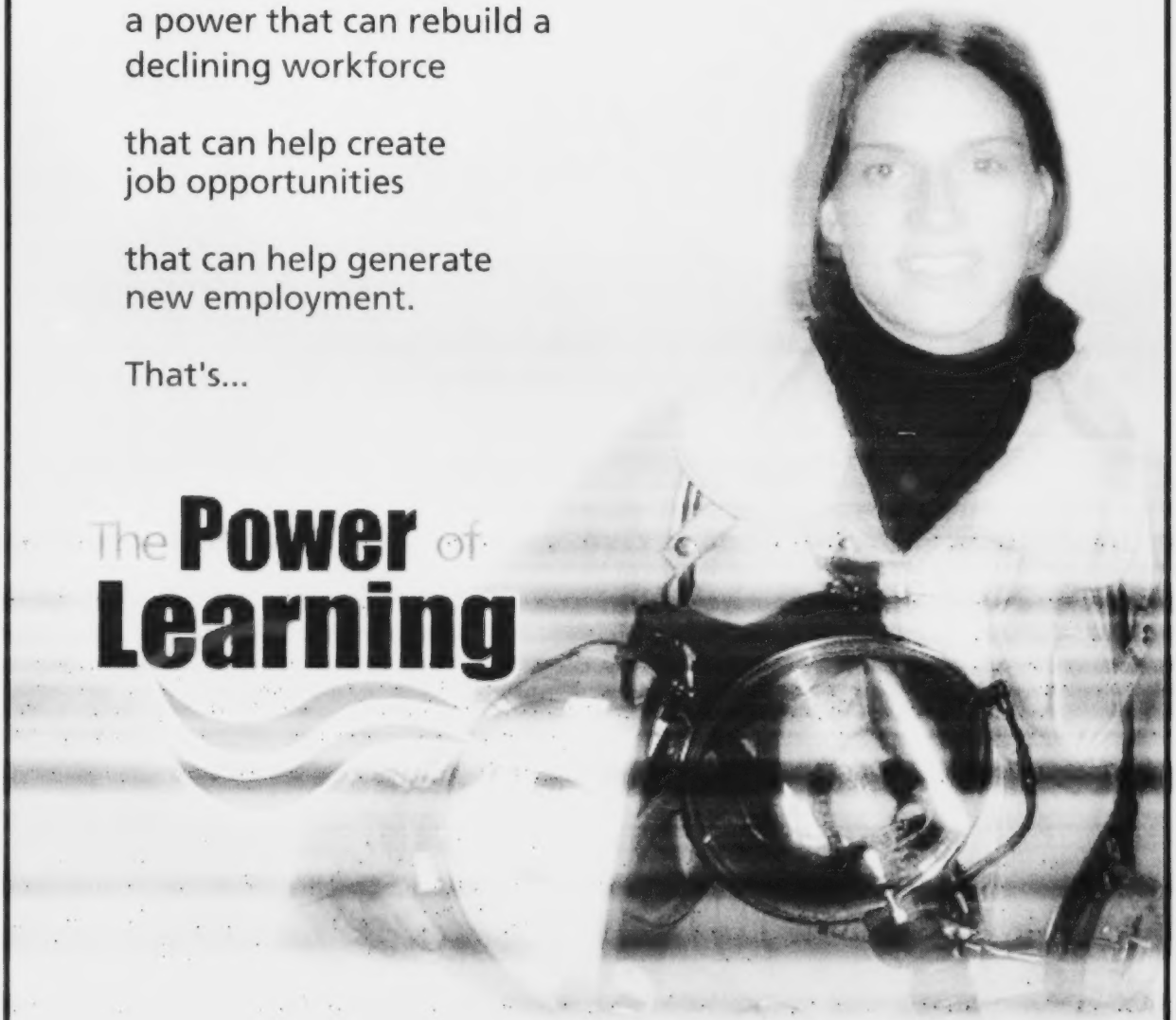
Among Us...

a power that can rebuild a declining workforce

that can help create job opportunities

that can help generate new employment.

That's...



The Power of Learning

A Message from the Teachers of Atlantic Canada

When the Past Intrudes

Know What to Expect, Know What to Do

by CLAUDETTE E. S. COOMBS

Memories... they fill our days, organize our lives and bring us pleasure and pain. Without an effective memory we would not be able to function. Schedules, qualifications and relationships would be meaningless. Fortunately, we do have the ability to absorb and interpret information and thereby plan and act accordingly. Much of our thinking and behaviour is based on past experiences, either our own or those we have witnessed. We interpret our world and the events within it according to our knowledge, perceived patterns and expected outcomes. This is a necessary and usually helpful process. Unfortunately, our memories aren't always positive and their impact isn't always helpful. In those situations it is up to us to make sense of the memories, create constructive change and plan a positive future despite our history.

"When we are feeling fortunate, productive, comfortable, relaxed, energetic or optimistic we are thriving on the effects of positive memories."

The good times...

Remembering good times helps us maintain a positive approach to life, giving us hope during those times when things go wrong. Favourite memories bring a pleasure which we can call upon at any time. Taking time out to reflect on happy, successful or content occasions will confirm our belief that life holds so much. When we are feeling fortunate, productive, comfortable, relaxed, energetic or optimistic we are thriving on the effects of positive memories. We are creating an atmosphere where these feeling can expand to take in all components of our environment: our work, home, relationships and personal sense of well-being. To enhance each day we collect treasured moments, commit those descriptive mental pictures to memory, and build a repertoire of positive, on-call images.

To really appreciate the positive impact of memories and the power of thought, recall a personal experience, or one that you have witnessed, of "falling in love". Feelings of euphoria permeate all aspects of one's life. Even dealing with otherwise difficult situations is less stressful because we are convinced of the ultimate good in the world.

The bad times...

Now compare that feeling with the sense of foreboding which accompanies the onset of a serious illness or the impending death of a loved one. This solemn or even fearful state of mind influences our thoughts, feelings and behaviour. It is helpful if we understand that the physical impact of these negative emotions can continue to affect us long after the events have become memories.

Unresolved issues, past hurts and traumatic experiences may all leave a mark on our minds, emotions, spirits and bodies. These affect the way we interpret new or anticipated events and can lead to much distress in our daily lives and the lives of those close to us. This often results from an inability to make sense of the situation or to understand why or how it could have happened or an unwillingness to accept the situation or its consequences.

We may mistakenly think that we can just ignore the past, that the pain will just go away. We can actively try to forget things and only focus on all the good things for which we should be thankful. Still, the past remains and haunting memories keep coming back. Normal exposure to specific sounds, events, behaviours or characteristics displayed by others may trigger unwanted memories and the attached emotions and seemingly irrational responses. Because our bodies (not just our brains) store significant information, we may physically react to these triggers in our environment without even knowing why. Anger, depression, anxiety and overly reactive emotions may all signal underlying issues. When any pain is left untreated, it has the potential to generate undesirable physiological, physical, mental, emotional and behavioural reactions. Although we may think we have things under control, others may think differently; that instead, we are being

controlled by the past. Despite the fact that the trauma is no longer a current entity, the memory of it has become a physical reality capable of continuing to cause harm.

Why is this happening now?

As children or as adults, when we are undergoing significant stress we are less able to process complex events. After exposure to trauma we tend to remember isolated details and emotion and our bodies often hold that pain. Because of our limited abilities and the intensity of our reaction, it is not unusual to become overwhelmed. However, our brains may go into a protective mode allowing us to continue functioning instead of immediately dealing with the consequences. That does not mean that we have forgotten the event or that it does not affect us. It merely means that we have a reprieve while we take time to do other things like grow up, get a job, establish a significant relationship or handle a crisis. Eventually we have to face our past and find a way to make sense of it. Only then can we learn to adjust emotionally, take any necessary action and finally leave some of the pain behind.

Some past hurts can be handled relatively simply. Examining what happened and why, then deciding what can be learned from it, corrected, or put in place to ensure that something similar isn't repeated may be all that is needed. Other hurts are much more complex and require in-depth emotional work. The more pervasive the impact, the more complicated the recovery process becomes.

Recovery – What can help?

There are things we can do to bring a sense of emotional peace and intellectual resolution to issues of our past. Each person may have different needs and may require a different pathway to overcome the impact. Each person who takes on that challenge, also arrives at a point when "it is time" to do something about the past. It is clear that things will not just go away and there is a frustration and resentment of the personal disruption that has been caused. This is an important decision-making point. It can potentially start the process of returning life to the individual's control and introducing a "new normal".

Realistically exploring the negative memory in a safe environment with adequate support is crucial to being able to readjust personal thoughts and behaviours. If a significant trauma has interfered with normal functioning, the guidance of an objective, qualified professional may be required.

When we have done what can be done to address past hurts, we must consciously decide to accept the past as history, then start (or continue) to build a future. We must decide on our future goals, then work toward achieving them. As adults, we have seen many injustices and felt the pain within ourselves. As teachers, we must care for our own injuries because there is so much at stake. Our present and future health is at risk if we don't take the time and action when it is needed. We also can't ignore the profession we have chosen and the influence we have in the lives of our students. We have an opportunity to teach well beyond the curriculum. From the basics of coping in a sometimes hostile environment to overcoming the injustices we face, we can model an attitude of resilience. Each of us can acknowledge that life has great potential for happiness and for pain. It is important to also acknowledge that, following any experience, it is our approach to life that determines which of these we keep with us.

Claudette Coombs is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Claudette Coombs (ext. 242) or Marie Wall (ext. 265).

Financial Management

In recent months teachers have requested that articles re financial planning be included in *The Bulletin*. In our efforts to respond to the needs of the membership, the following information has been prepared on two of these topics. There will also be articles included in future issues of *The Bulletin* as well. These articles were prepared by Mr. Dean Mackey CFP, CIM, FCSI, Partner/Advisor with Forecast Financial Management, Tel: (709) 737-0044, Fax: (709) 737-0049, e-mail: dean@forecastfinancial.com .

A 10 Year Answer to the Million Dollar Question

The table on the following page shows the significance of maintaining a strategy of investing regularly. However, it is also a compelling illustration of the importance of investing early. The table depicts scenarios for two different investors – Early Elaine and Late Larry – each of whom earns an assumed annual return of 9%.

From age 25 to 34, Elaine makes RRSP contributions of $3,000 each January. Over this ten-year period, she will have invested a total of $30,000. Larry only begins investing at age 35, contributing $3,000 to an RRSP each January. For the next 35 years, he will have contributed a total of $105,000. However, at age 69, Elaine's account would be worth 40% more than Larry's.

Building your financial independence is easier if you take advantage of the time and power of compound growth. So don't approach RRSP investing by asking if you can afford to invest; rather ask yourself: "Can I afford not to?"

9 Reminders During Market Downturns

1. Stick with your long-term plan. Short-term market fluctuations should not be a concern when you have a sound financial plan – one that includes a well-diversified portfolio to meet investment objectives in an appropriate time horizon.
2. Look beyond today's markets. No one can predict what the market will do and when, so think of it as a store – prices increase when demand is high, and drop when demand is low. The long-term trend, however, is up.
3. Don't let media headlines distract you from your plan. The media focus on market declines because these events get more attention than steady climbs.
4. Avoid chasing the latest trends. Citing a U.S. example, "The average U.S. stock mutual fund posted a 12.3 per cent annual return between 1984 and 1995. The average investor in such funds earned just 6.3 per cent. This suggests that by jumping from one investment to another, investors leave a lot of money on the table." (As reported in *National Post*, December 1999)
5. Invest regularly. The benefit of dollar cost averaging, which enables you to spread out the average cost per unit of buying mutual funds, is that it reduces the risk of buying at the wrong time.
6. Remember that short-term success is often just that: short. Short-term performance in some sectors may cause investors to be overly confident about their investment abilities. Survey results from *Money*, a U.S. personal finance magazine, warn that investors tend to be overconfident about their investment abilities and far too optimistic about the prospect of continuing returns. Almost a third of investors claimed their funds had beaten the market by at least five per cent, and one-sixth of investors stated they had outperformed the market by more than 10 per cent. When actual performance was compared, it turned out that 88 per cent of people had exaggerated their returns, with a quarter of those portfolios lagging the index by at least 15 per cent. (As reported in *National Post*, January 2000)
7. Accredited professionals are the best managers. Your portfolio is diversified among a number of investments, managed by the most highly qualified portfolio managers. They spend 365 days a year trying their best to achieve top results. Their careers and their business depend on it.
8. If your objectives haven't changed, neither should your investments. The investments in your portfolio were purchased because they were compatible with your long-term goals. So, unless your investment

objectives have changed, there is no reason to stray from the equity mutual funds you're invested in simply because of a market correction.

9. Diversification can help cushion the blow. A properly diversified portfolio will limit any loss suffered by investors in a market correction. Financial Advisors and their clients should review a portfolio's weighting of equities, bonds and interest-bearing investments to ensure that it suits the clients' risk tolerance.

Commissions, trailing commissions, management fees and expenses all may be associated with mutual fund investments. Please read the prospectus before investing. The indicated rate[s] of return is [are] the historical annual compounded total return[s] including changes in [share or unit] value and reinvestment of all [dividends or distributions] and does [do] not take into account sales, redemption, distribution or optional charges or income taxes payable by any security holder that would have reduced returns. Mutual funds are not guaranteed, their values change frequently and past performance may not be repeated.

Early Elaine			Late Larry		
Age	RRSP Contributions	Market Value	Age	RRSP Contributions	Market Value
25	$3,000	$3,270	25	-	-
26	3,000	6,834	26	-	-
27	3,000	10,719	27	-	-
28	3,000	14,954	28	-	-
29	3,000	19,570	29	-	-
30	3,000	24,601	30	-	-
31	3,000	30,085	31	-	-
32	3,000	36,063	32	-	-
33	3,000	42,579	33	-	-
34	3,000	49,681	34	-	-
35	-	54,152	35	$3,000	$3,270
36	-	59,026	36	3,000	6,834
37	-	64,338	37	3,000	10,719
38	-	70,129	38	3,000	14,954
39	-	76,440	39	3,000	19,570
40	-	83,320	40	3,000	24,601
41	-	90,819	41	3,000	30,085
42	-	98,992	42	3,000	36,063
43	-	107,902	43	3,000	42,579
44	-	117,613	44	3,000	49,681
45	-	128,198	45	3,000	57,422
46	-	139,736	46	3,000	65,860
47	-	152,312	47	3,000	75,058
48	-	166,020	48	3,000	85,083
49	-	180,962	49	3,000	96,010
50	-	197,248	50	3,000	107,921
51	-	215,001	51	3,000	120,904
52	-	234,351	52	3,000	135,055
53	-	255,442	53	3,000	150,480
54	-	278,432	54	3,000	167,294
55	-	303,491	55	3,000	185,620
56	-	330,805	56	3,000	205,596
57	-	360,578	57	3,000	227,369
58	-	393,030	58	3,000	251,103
59	-	428,402	59	3,000	276,972
60	-	466,958	60	3,000	305,169
61	-	508,985	61	3,000	335,905
62	-	554,793	62	3,000	369,406
63	-	604,725	63	3,000	405,923
64	-	659,150	64	3,000	445,726
65	-	718,473	65	3,000	489,111
66	-	783,136	66	3,000	536,401
67	-	853,618	67	3,000	587,947
68	-	930,444	68	3,000	644,132
69	-	1,014,184	69	3,000	705,374
Totals	$30,000	$1,014,184	Totals	$105,000	$705,374

Collective Bargaining Environment & Outcomes

by JOHN STAPLE

Mr. John Staple, Director of Economic Services with the Canadian Teachers' Federation, recently addressed the NLTA Joint Council on the above topic. The following is a summation of some of the major points in that presentation.

Introduction

Teachers exercise statutory rights to engage in collective bargaining in all 13 Canadian jurisdictions. While the Canadian Charter of Rights and Freedoms protects the right to unionize, it does not guarantee the right to collective bargaining or strike. The bargaining process has become a highly politicized one in some jurisdictions, particularly those where governments are vigorously pursuing right-wing agendas. For the teacher organizations affected this has meant a shift in the focus of bargaining objectives from compensation to rights. While teacher organizations operate under different structures and different legislation, they still face many common challenges in collective bargaining.

The following is an overview of what is currently happening in teacher bargaining in Canada, and the kinds of changes that have occurred over the past ten years.

Structure

The pattern of teacher bargaining in Canada varies and continues to change. There has been a move over the past decade to more centralized bargaining. For example, the Nova Scotia Teachers Union has agreed to a process that would move them from a two-tier to a single-tier bargaining system. Their local level bargaining will be eliminated over time.

Ontario, Alberta, Manitoba, Saskatchewan and Prince Edward Island have also recently questioned the structure of their bargaining. (For example: after an extremely troublesome round of negotiations in Alberta during the 2001-02 school year, the Alberta Teachers' Association is giving serious consideration to a system of centralized bargaining. PEITF, following some difficulty with their arbitration process, has also considered seeking the right to strike.)

Most jurisdictions, after a particularly frustrating round of bargaining, enter into some form of evaluation and assessment in an effort to determine what could have been done differently and what might be changed for next time. Satisfaction with the process all hinges on the outcomes of bargaining. A good round rarely activates a review.

Dispute Resolution

Approaches to dispute resolution are similar across the country, with some differences on access to strike. Views vary over the right to strike. To many, it is what epitomizes the labour movement, while others view it, more critically, as a tactic to apply pressure to break an impasse in bargaining.

Changes

Throughout the 1990's, gains and expectations in teacher bargaining (in fact all public sector bargaining) were very low. That began to change when we turned the corner on a new decade, primarily because of the improved economic conditions in most parts of the country. Since September 11, 2001 and the subsequent economic downturn, our economic recovery has been much more positive than the USA, but slow nonetheless. All of these factors have an impact on the process of bargaining and of how it is perceived by those it affects. One of the trickiest issues in bargaining is to assess the gap between expectations and reality and to have that gap as small as possible at the point when a settlement is imminent. Managing expectations is a big part of the role you all have to play in bargaining.

This seems obvious, but it needs to be said. Employers across the country in the public sector have become very successful in flexing their bargaining muscle. They now realize that under the right conditions they not only don't have to give, but can actually take benefits away, mostly with the help of legislative clout.

Strike action has been quite useful in achieving public sector bargaining objectives in the past. But in the 1990's, such actions have proven to be less so. In areas where they are a relatively new phenomenon, they tend to be more successful.

The bargaining process has unfortunately become less a problem-solving approach to determining the terms and conditions of employment, and more a process where the big decisions are based on economics and politics and little else. Governments, under the right circumstances, have little or no compunction about taking unilateral action that in many instances renders collective bargaining rights dysfunctional. No jurisdiction is immune when conditions are right. Suffice it to say that you now have to consider this factor a permanent component of public sector bargaining. You also have to realize that there may be times when you might have to weigh the risks of pursuing a position against those of modifying that position to the extent that you come closer to, or get, a deal.

Current Strategies

The country has gone from nearly 800 school boards in Canada in 1990 to around 470 today. The changes in the employer make-up and the shift in financial and decision-making power have had a tremendous impact on bargaining approaches.

We now have three of the biggest players, Ontario, British Columbia and Quebec with administrators removed from the teachers' bargaining unit. That's only three of 13 jurisdictions, but nearly 75% of the school administrators in the country.

Through government intervention, interest arbitration (i.e. the use of arbitration to settle a contract dispute) has been severely biased, for example, by designating ability to pay as a criterion, as happened in Manitoba and Ontario. The scope of bargaining has also been narrowed by precluding arbitrators from considering such matters as teacher evaluation, class size, teacher transfers, and the scheduling of recess and lunch periods (Manitoba) or designating teacher workload-related matters (e.g. preparation time, extra-curricular activities, etc.) as management rights (Ontario). I'm happy to note that as a result of a change in government in Manitoba, the situation has taken a turn for the better. Most of the restrictions for arbitrators have been removed and just recently, government has agreed that the issues of class size and composition can be taken to arbitration.

Interference with legitimate job action rights continues to be a problem. For example, calls in Alberta and Ontario for the removal of the right to strike, and recent essential services legislation in British Columbia.

Because of the financial implications and the link to overall improvements in salary, workload items are difficult to address and in most jurisdictions continue to go largely unresolved. The two most prominent are extra-curricular activities and class size.

The battle over extra-curricular activities is generated largely as a result of the profile it gets during job action

where teachers withdraw participation in voluntary activities. Teacher employers, annoyed by this approach, are attempting to nullify the impact by altering the voluntary nature of teachers' participation in extra-curricular activities.

Class size continues to be the barometer by which we measure the ability of teachers to provide students with quality educational experiences. Unfortunately, the debate in bargaining is played out in tandem with issues such as salaries, that compete for the same resources and that take precedence in the final stages of bargaining.

"Governments, under the right circumstances, have little or no compunction about taking unilateral action that in many instances renders collective bargaining rights dysfunctional."

Governments in Canada, when speaking of education, often refer to what they claim to be the "needs of the public". They use that "perception" of need to support some of their arguments for changes to the public education system. Flexibility and choice are words we often hear when politicians are trying especially hard to appeal to the public for education "reform". It is what we hear when issues such as charter schools, voucher systems, tax rebates and increased managerial rights are being discussed. Three other key issues falling into this category are: length of the school year, criminal records checks, and teacher appraisal and accountability. The latter item, in particular, is reflective of a growing public dialogue on the need for quality and accountability at all levels. Standardized testing, school ratings, teacher certification renewal, and compulsory professional development all fall under this heading. It is an issue that CTF is focusing on this year in order to establish a clear, cohesive direction our members can pursue at both the policy and collective bargaining levels.

Salary will remain the biggest issue of contention in bargaining for some time. The experiences of the provinces and territories in 2001-02 was varied. The greatest areas of difficulty were Alberta and British Columbia.

In Alberta, following double digit increases for nurses and doctors the government announced that 6% over two years would be set aside for teachers. The Alberta Teachers' Association brought as many local negotiations as possible to a strike position at the same time creating the impact of a provincial shutdown even though they bargain by school board. Government responded with back-to-work legislation and an employer-biased arbitration process to conclude settlements. Teachers went back to work but withdrew voluntary services. The reaction toward government from parents and students was very strong, and an arrangement satisfactory to teachers was soon reached.

In British Columbia, teacher expectations were also raised by double digit increases in the health sector and increases for government members. Teachers, unable to conclude a deal, voted over 90% in favour of provincial strike action. The BC government, in the most grossly blatant denial of bargaining rights in some time, introduced "essential services legislation" to nullify the right to strike. Before teachers could enter into any phase of job action, it had to be approved by the Labour Relations Board in compliance with the new legislation. This limited their job action activity to refusing to attend meetings or mark exams, etc., after school hours, refusing to sit on committees and withdrawing from extra-curricular activities. When the government decided it could no longer put up with the "limited" level of job action permitted by that legislation, it imposed a settlement on salaries and also removed long-standing elements of collective agreements, particularly those related to workload.

Challenges

It is important for you, as you build your opening proposals for the next round, to have a good understanding of the process. Realize what happens to those proposals as you move through the various stages of bargaining. Be ever cognizant of the gap between expectations and reality.

It's essential that you be clear about your objectives. When you get to the bargaining table and you're all involved in the process at various levels, it's easy to lose sight of what you initially set out to achieve. Many groups go to the bargaining table with proposals that bear little resemblance to the actual objectives. Many things are included in the proposals that are not the main objectives but are items of somewhat lower priority. However, sometimes the objectives are forgotten and the group becomes married to the positions. As they speak to, and defend the positions, they become convinced that the positions are the objectives, and the real objectives get lost among the lesser priority items. Always keep the objectives firmly in mind at all levels and stages of the process.

Collective bargaining is the major focal point for most teachers vis-à-vis their Association. Good luck as you begin your preparations for your next round of negotiations.

FEBRUARY 14, 2003

Janeway Day

An opportunity to teach children about the true value of helping others.

Every year, Janeway Day in the schools provides an opportunity for children in this province to help other children. In fact, since 1986, students and teachers in Newfoundland and Labrador have donated more than $657,000 to the Janeway. That's something for us to be proud of!

Make sure you participate in Janeway Day 2003; here's how:

Before February 14th...

- Announce the project and explain what's involved.
- If possible spend some time discussing the Janeway Hospital with your class or have a student who has been a patient at the hospital tell classmates about the experience.

On February 14th...

- Ask students (and teachers) to forego the equivalent of recess monies for this one day. (That's their donation to the Janeway.)

After February 14th...

- Principals should deposit the donations and write a cheque to their NLTA Branch President. Branch Presidents will then send a cheque to the NLTA (make out to "Janeway Day in the Schools Fund") by February 28th.

Note: In order for teachers to receive a receipt, give your name, address, and amount of donation to the principal, who will forward this information to the NLTA.

* If you are sending your donations directly to The Janeway, please indicate on your cheque "Janeway Day in the Schools".

Janeway Day in the Schools is an annual fundraising effort sponsored by the Newfoundland and Labrador Teachers' Association in conjunction with the Newfoundland and Labrador School Boards Association. It is the only fundraising effort sponsored by the NLTA.

NLTA Submits Brief to Royal Commission

by EDWARD HANCOCK

On behalf of teachers throughout the province, the NLTA has submitted a brief to the Royal Commission on Renewing and Strengthening Our Place in Canada. That brief was provided to the Commission at its public hearing in Clarenville on November 26, at which time NLTA President Winston Carter and I addressed the Commission.

The focus of the brief is on education as a key component of the province's efforts to achieve prosperity and self-reliance, and on our education system as it is affected by our economic situation and the arrangements with Canada which may contribute to perpetuating that situation. It is the position of the NLTA that education is not a fiscal commodity, but a social responsibility and a necessary investment in our future. This responsibility lies not only with the province, but with the country as a whole. Ranked by the United Nations as one of the best countries in the world in which to live, this country has a responsibility to ensure, to the best of its ability, that an equitable level of services is afforded to its citizens regardless of the province in which they live.

The Terms of Union of Newfoundland with Canada in 1949 mirrored Section 93 of the BNA Act, 1867 in giving the provincial legislatures exclusive authority to make laws in relation to education, subject to certain provisions. Unfortunately, in making education a responsibility of the provinces, the Constitution has also made the level of educational services dependent upon the fiscal resources of the individual provinces. That, in turn, has led to inequities in education services and programs that are exacerbated as differences in fiscal ability become more pronounced.

Education is of prime importance in those provinces that are trying to rise above their "have not" status in Canada, because the link between higher levels of education and better employment prospects, and between higher levels of education and higher incomes, has been demonstrated over and over. These links are even more significant in a province where unemployment levels are high and where job prospects in areas of employment requiring lower levels of training are often seasonal at best. For example, recent data from Statistics Canada show that for those with less than Grade 9 in this country, 21% are employed, compared to 66% of high school graduates and 77% of university graduates. There is a similar significant link between educational attainment and level of income. Clearly, in a province where unemployment levels remain high and where job opportunities, while improving, still do not reach countrywide norms, education is paramount.

The NLTA brief notes that an important aspect of any province's "place in Canada" is a consideration of the public services which its government is able to provide in relation to those available in the rest of the country. We should all recognize the reality that there is a greater burden on smaller provinces with lesser financial ability as they attempt to offer equitable programs and services to their citizens.

Recent statistics demonstrate that this province had the highest level of "educational burden" in 2000, as measured by examining elementary-secondary enrolments as a proportion of the employed labour force. School board enrolments in this province were equivalent to 44.6 percent of the employed labor force compared to 29.2 percent in Quebec and 32.3 percent as the Canadian average. In the meantime, as a measure of financial ability to pay for services such as education, Newfoundland and Labrador's GDP per capita was almost 24 percent below the Canadian average.

The statistics also show that, when expenditure on education is expressed as a share of total government spending, this province is right in the middle of the pack. Unfortunately, while the share of total spending is comparable, the actual expenditures per pupil are much lower than the Canadian average because the fiscal resources of the provincial government are lower. In 2000, the expenditures per student in this province stood at just over 80 percent of the Canadian average, with this province's expenditures being nearly $1,400 less per student. Expressed another way, to meet the Canadian average expenditure per student, our

provincial government would have had to spend over $126 M more on education in 2000, based on our student population in that year.

The NLTA has consistently taken the position, and did so again in this brief, that the federal government has a key role to play here. We have advocated that, even with the fact of primary provincial responsibility for education, there is room within the federal/provincial schemes for sharing of resources for our federal government to better assist the lesser able provinces in meeting the funding needs for these crucial services.

Equalization of resources and services is a key responsibility of the federal government because the principle of equality is one of the major underpinnings of Canadian society. Fiscal arrangements in this country must recognize the right of all citizens to equality of opportunity as Canadians. The 1982 Constitution Act states that the federal transfer program of equalization is intended to "ensure that provincial governments have sufficient revenues to provide reasonably comparable levels of public services at reasonably comparable levels of taxation". At the present time, however, the equalization formula is punitive on provinces which are attempting to break their cycle of dependence by developing their own non-renewable resources.

The federal government must recognize that provinces like Newfoundland and Labrador are expending all they bring in simply to maintain their present basic levels of service. At the same time, tax rates are among the highest in the country. The current equalization formula must change to allow the province to develop its resources without a loss in equalization. Otherwise, it is unlikely that we will ever realize comparable levels of service in education or health or other public services, because government revenues cannot be improved to any substantive degree.

There is a clear and undeniable link between economic development and government's ability to provide the services that people require. This province must be afforded the ability to make some real financial gains from development of its resources, financial gains that are not clawed back by the concurrent reduction in equalization payments.

It is essential then, that the federal and provincial governments revisit the present equalization program. A good place to start would be with the recommendations of the recent *Senate Report on Equalization*, recommendations that would restore the original standard for determining equalization entitlements, and would increase the proportion of equalization levels that would remain protected when a province increases its revenues from non-renewable resources.

In the conclusion of its brief, the Association recommended that:

- the provincial government continue its efforts with the other provinces to have the equalization program revisited so as to better support and assist attempts at development in underdeveloped provinces;
- the Government of Canada implement the recommendations of the *Senate Report on Equalization*, particularly with the aim of providing improved support and assistance to provincial efforts for increasing revenues through the development of non-renewable resources;
- the provincial government continue to recognize the vital importance of education for our citizens and for our economic well-being, and to ensure that education receives the highest possible priority as provincial budgets are developed; and
- the Government of Canada establish a National Office of Education to coordinate the activities of the federal government in education and to oversee the necessary liaison and cooperation with the provinces.

Ed Hancock is the Executive Director of the NLTA.

What the Students Think

My Idea of a Teacher

by JUNE BENNETT

"Teachers are the foster fathers and mothers of the children and there is no class of workers of which we demand so much."

I think the teacher's calling is, indeed, a noble profession and one worthy of the finest ability. The teacher is called upon to pass onto the youth the torch of civilization. She administers the foundation of our culture, and is privileged to sow in the souls of her pupils the seed that will germinate and grow and produce fruit a hundred-fold for this life and the hereafter.

What St. John Chrysostom says about the teacher in general is true of her in particular: "There is no painter, there is no sculptor or artist that can be compared to the man who knows how to form the minds and hearts of the young."

Teachers are foster fathers and mothers of the children and there is no class of workers of which we demand so much. We commit into their keeping the minds, the bodies, and the very souls of the children during the tender and formative years of their lives; and they, receiving these children can indeed, be said to hold in their hands the future of our country.

To the "would be" teachers, the eloquent words of Daniel Webster may mean even more than the orator ever dreamed of: "If we work upon marble, it will perish; upon brass, time will efface it; but if we work upon immortal souls, if we imbue them with principles with the just fear of God and love of our fellowmen, we engrave on those tablets something which will brighten to all eternity".

The teacher either makes or mars the school. The building is merely the shell. Textbooks are merely tools. Charts, maps, blackboards and other teaching equipment are merely aids. But the prime factor for the success or the failure of the school is the spirit and personality of the teacher.

Most teachers do not consider work or wages; they teach because they love children, and working with them brings contentment and happiness. Mr. John Dixon, school superintendent of Columbus, Wisconsin expressed his reasons for teaching in a prize essay. He says, and I quote: "I like teaching because I like boys and girls, because I delight in having them with me, in talking with them and in possessing their confidence and affection. I like teaching because the teacher works in an atmosphere of idealism, dealing with souls and heart and ideals. I like teaching because of the large freedom it gives. There is abundance of room for original planning and initiative in the work itself, and an unusual time margin of evenings, weekends, and vacations in which to extend one's interest, personal or professional. I like teaching because the relation of the teacher with learner in whatever capacity, is one of the most interesting and delightful in the world. Teaching is attractive because it imposes a minimum of drudgery. Its day is not too long, and is broken by intermissions, and so varied in its schedule of duties, as to exclude undue weariness or monotony. The program of each school day is a new and interesting venture."

There is no work in which men and women engage which more directly and fundamentally serves society and the state. Teaching is the biggest and best profession in the state because it creates and moulds the nation's citizens. It is the very foundation and mainstay of our national life.

I would now like to quote a poem by an anonymous writer. This, I believe, summarizes the nobility and Christ-like character of the teaching profession.

Like the master mind, the zealous teacher stands.
Before each pliant child, to train both heart and hands.
She leads each tender soul with true maternal grace,
Along the devious paths which knowledge doth embrace.

Great is the teacher's task of moulding youthful hearts,
Bestowing on each soul the case that love imparts.
Strive on, preceptor true, in ways Our Saviour trod.
Lead every tender child, unto the Heart of God.

This article was written by June Bennett, a Grade 11 student at Presentation High School in St. John's. It was featured in the December 1957 edition of the "NTA Journal" and resubmitted by Dan Norman of Gambo.

RESOURCES

OUR ROOTS, OUR FUTURE: EXPERIENCING CANADA'S NATIONAL HISTORIC SITES IN THE CLASSROOM

Our Roots, Our Future: Experiencing Canada's National Historic Sites in the Classroom teacher's guide, plus a video, *Places in Time*, is now available free of charge from Parks Canada, in English or French, to teachers who subscribe.

Our Roots, Our Future: Experiencing Canada's National Historic Sites in the Classroom will help you to enrich your history curriculum. Presented in a standard format and reviewed by practising history teachers, the activities help students understand how nationally significant places, people, and events interacted to create the story of Canada's past. Based on the history curricula taught in Grades 5 to 10 across Canada, the activities explore: Canada's dynamic cultural and natural heritage; connections between the land, the waters, the past and the people; how the national historic sites are connected to the places, people, and events that define Canada; the responsibility all Canadians have for these powerful symbols of the past; the stories of our land and the stories of our people; and defining moments in Canadian history.

The video *Places in Time* offers an overview of some of the key sites of national historic significance in many provinces and territories. It tells the story of the visions and dreams of a broad range of Canadians and how they have been made real throughout our country's history. Fifty-seven national historic sites and two world heritage sites are showcased. The script and list of national historic sites featured in this video are available in the *Places in Time* section.

The Teacher's Guide and video script for the *Places in Time* video are now available on the Parks Canada Web site. If you prefer to use the Web version of this Teacher's Guide and would like to receive only the *Places in Time* video, please note this on the subscription form.

To subscribe, contact the Parks Canada web site at www.parkscanada.gc.ca.

PLASTICS IN-CLASS

The Environment and Plastics Industry Council (EPIC), has developed a number of educational tools to assist teachers in a fun and interactive way. To learn more about these tools contact the Environmental and Plastics Industry Council, 5925 Airport Road, Suite 500, Mississauga, ON, L4V 1W1, Tel: 905-678-7748; www.plastics.ca/teachers or www.plastics.ca/epic.

Editor's Choice for Resources on the Web

http://estat.statcan.ca

E-STAT, Statistics Canada's interactive learning tool, contains new features that make it even more user-friendly and versatile for students and teachers.

E-STAT 2002 combines a wealth of socio-economic data with a new dynamic multi-dimensional access that makes finding information easier than ever. Students can access selected articles from Statistics Canada publications such as the *Canada Year Book 2001*, *Canadian Social Trends*, health reports, the content of *Human Activity and the Environment 2000*, the *Graphical Overview of the Criminal Justice Indicators*, and much more.

For the teacher, E-STAT contains a host of curriculum-relevant activities developed by educators specifically for senior elementary and up. Easy to use, thorough and dynamic, E-STAT is a stimulating teaching and learning resource that spurs students on to discover Canada – past, present and even future.

A SIGH AND A WISH, SPIRIT AND SONG
January 30-31, 2003
Dartmouth, Nova Scotia. The Kodaly Society of Nova Scotia, in cooperation with the Kodaly Society of Canada, presents "A Sigh and a Wish, Spirit and Song". This workshop for music educators, features clinicians from across Canada including Dr. Carol Beynon, co-conductor of the award winning Amabile Boys Choirs, Denise Gagne, music publisher and author of Musicplay, Jerry Kerlin, Associate Professor in the Department of Music, University of Calgary, and Director Pamela Burton of the Halifax Boys Honour Choir. For information contact Faith Daley, 7119 Mumford Road, Halifax, NS, B3J 2J5, bdaley@is.dal.ca, Tel: 902-832-8983.

TECHNOLOGY EDUCATION SIC AGM
April 10-11, 2003
Battery Hotel, St. John's. Contact Chris Mills, Tel: 709-466-7559 (s), cmills@stemnet.nf.ca; or Gary Walsh, Tel: 709-463-2283 (s), gwalsh@stemnet.nf.ca.

"THE FUN OF READING" INTERNATIONAL FORUM ON CANADIAN CHILDREN'S LITERATURE
June 26-29, 2003
Ottawa, ON. To strengthen mutual understanding and create opportunities for cooperation among those committed to children's literature, the conference will gather together – for the first time – all the partners whose efforts support our literature for young people: writers, illustrators, storytellers, translators, publishers, teachers, librarians, booksellers, young Canadian readers and their families, Canadian literature specialists from Canada and other countries, literacy groups, policy-makers and the media. Keynote speakers and illustrators will be announced on the conference web page at www.nlc-bnc.ca/1/7/n7-3100-e.html. For information contact Dominique Groulx, Logistics and Liaison Officer, International Forum on Canadian Children's Literature, Tel: 613-992-2483, Fax: 613-943-1939, dominique_groulx@nlc-bnc.ca.

Dates to Remember

January 2003

Jan 15	Deadline: Barnes and Bancroft Award Nominations
Jan 16	Deadline: Professional Development Fund applications
Jan 17-18	NLTA Executive Meeting
Jan 23	Deadline: Proposed changes, amendments or repeal of by-laws for BGM 2003 must be received at NLTA office by this date

February 2003

Feb 1	Deadline: Applications for Educational Leave - teachers must make prior application to school board
Feb 14	Janeway Day in the Schools
Feb 20	NLTA Executive Meeting
Feb 21-22	Joint Council Meeting
Feb 23	Deadline: Nominations for offices of President and Vice-President must be postmarked by this date for inclusion in Convention Bulletin
Feb 23	Deadline: All remaining material for Convention Bulletin (nominations for Provincial Executive, resolutions for BGM, branch delegates and branch alternates' names) must be postmarked by this date for inclusion in Convention Bulletin

NLTA

Christmas Hours

Please be advised that the NLTA Building will be closed from December 21st to January 1st (inclusive) to allow staff to enjoy the holiday season.

Education Week 2003 March 2 - 8

Many Places, Many Faces, One Spirit

Visages et parcours divers Esprit solidaire

Education Week 2003 resource materials will be mailed to schools in the new year